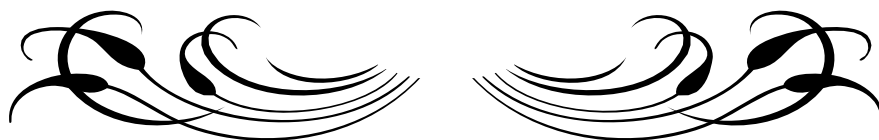


READING & VOCABULARY RESOURCES

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Six Steps to Effective Vocabulary Instruction

(Marzano, 2005)

1. Provide description, explanation or example of the new term
2. Students restate the explanation of the new term in their own words
3. Students create a nonlinguistic representation of the term

Six Steps to Effective Vocabulary Instruction

(Marzano, 2005)

4. Students periodically do activities that help them add to their knowledge of vocabulary terms.
 - Comparing Terms
 - Classifying Terms
 - Generating Metaphors
 - Generating Analogies
 - Revising Initial Descriptions or Nonlinguistic Representations
 - Understanding the roots and affixes

Six Steps to Effective Vocabulary Instruction

(Marzano, 2005)

5. Periodically ask students to discuss the terms with one another
 - Should occur as a regular part of instruction
 - Pose questions to stimulate discussion
 - Raise questions and issues about terms

Six Steps to Effective Vocabulary Instruction

(Marzano, 2005)

6. Periodically engage students in games that allow them to play with the terms
Examples: Word Splash, Flash Cards, Draw Me (a classroom variation of Pictionary), Vocabulary Charades, Name That Category, Talk a Mile a Minute (describing a category and the words in it without naming any of them or saying any rhyming words).

See Building Academic Vocabulary Teacher's Manual Marzano & Pickering for examples.

Term: _____ My Understanding 1 2 3 4

Describe: _____

Draw:

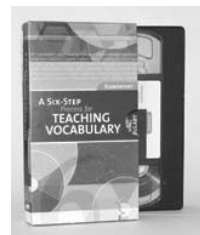
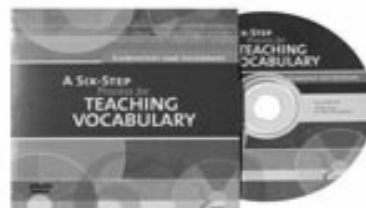
Example:

A Six-Step Process for Teaching Vocabulary DVD or Elementary or Secondary Tape

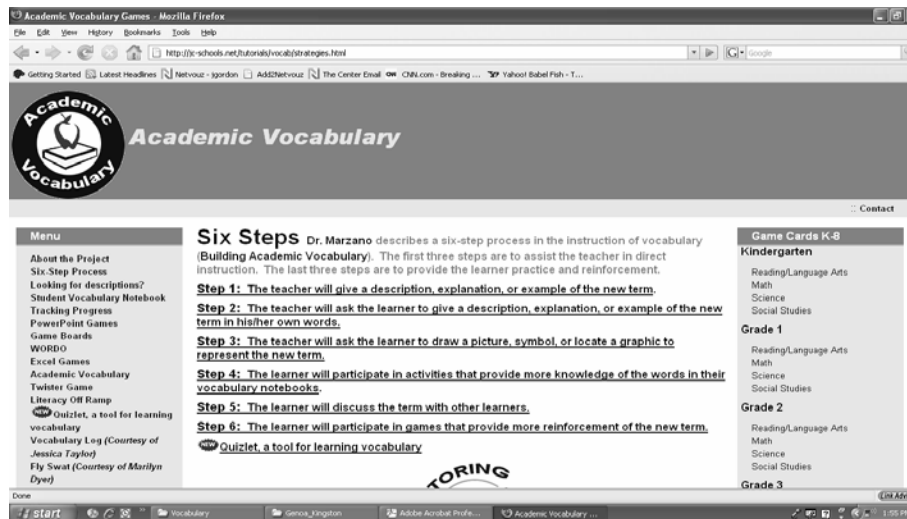
Educational Consultant:
Robert Marzano

Demonstrations from
elementary and secondary
classrooms show examples
of the research-based, six-
step process for teaching
academic vocabulary.

Elementary tape and
secondary tape available at
a lower price.

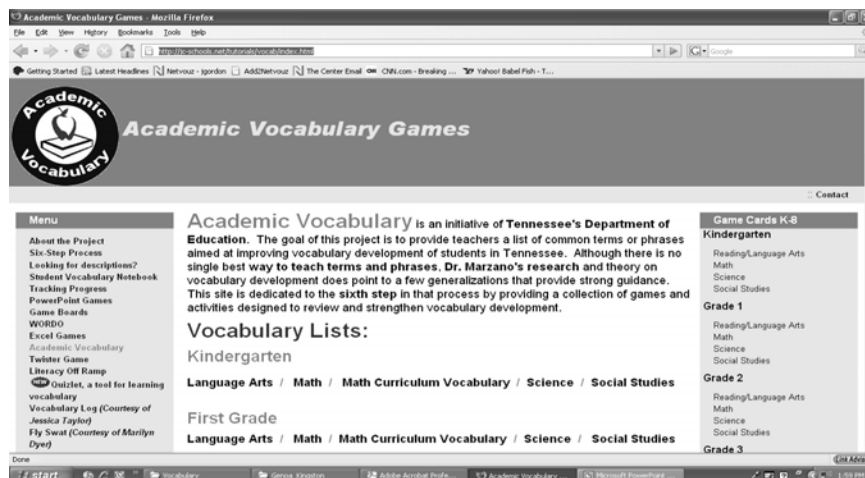


Online support for 6-step



<http://jc-schools.net/tutorials/vocab/strategies.html>

Vocabulary Lists and Games See Bingo and PowerPoint Games



<http://jc-schools.net/tutorials/vocab/index.html>

Term: _____ My Understanding: 1 2 3 4

Describe: _____

Draw:

--	--

Subject: _____

Term: _____ My Understanding: 1 2 3 4

Describe: _____

Draw:

--	--

Nicola-Similkameen School District and Delta School District

All About PWIM, 'Picture Word Inductive Model'

The *Picture Word Inductive Model* is a component of a language arts program. It is an integrated reading and writing strategy which respects children's ability to think. Children are encouraged to study a picture and then name the objects, actions or emotions suggested in the picture. Each word generated from the picture is printed on the background of the picture. A line is drawn from the item to the printed word. The children read and reread the words. The words are placed on cards which the students manipulate on their desks and categorize according to their properties or attributes. Sentences are generated from the words and these are later categorized into paragraphs. The beauty of the PWIM is that it is designed to enable students to be immediately successful as language learners. Children are able to make connections between oral and written language. They hear a word, watch it being spelled and then spell it along with the teacher.

What is the Picture Word Inductive Model? (PWIM)

PWIM is an inquiry oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabulary.

Is PWIM only for primary children?

PWIM is effective with children of all grade levels.

Is PWIM useful for small or large group instruction?

Teachers can use PWIM with whole classes, small groups or individuals. PWIM is designed to capitalize on children's ability to think inductively.

Tell me about the picture component of this model.

Teachers select a picture for the students to study. The children identify what they see in the picture for the teacher to label. The children read and review the words generated.

Then what do you do with the words?

Each child receives his or her own copy of the words generated from the picture. The children are invited to classify the words according to properties or attributes they can identify.

This sounds pretty simple. Is there more to the Picture Word Inductive Model?

After the children become very familiar with their new words they create a title for the picture. Following steps include building sentences both together as a group and individually, and then onto creating paragraphs.

How does PWIM enhance student learning?

PWIM improves student sight vocabulary. Students name the words, see them printed and hear them many times. When constructing the sentences, teachers model the correct sentence form. The children learn from teacher modelling and use that experience to create their own sentences. When the students classify their words and sentences they are selecting common attributes very much like Bruner's concept attainment model. The students search for and identify attributes that can be used to distinguish examples of a given group or category from non-examples.

Are the goals of PWIM the same for both the older and younger students?

While the activities may differ, the instructional goals for students of all ages are the same. Emily F. Calhoun outlines them in Chapter 4 of her book, "Teaching Beginning Reading and Writing". PWIM's goals are: 1) Building sight vocabulary as a base for reading and for learning phonics and spelling generalizations; 2) Building confidence in one's ability to learn; and 3) Learning how to inquire into language and using knowledge and skills to read and write and participate fully in education.

<http://TeacherWeb.com/BC/DeltaResourceCentre/JayeSawatsky/>

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Discussion questions:

1. How would you see PWIM being utilized in your district?
2. What further information would you like?
3. Have you used similar approaches to teach reading?

READING STRATEGIES THAT BENEFIT ALL LEARNERS

Alternatives to Round Robin Reading (For students reading in their L1 or L2)

1. **Read Aloud** After developing a schema and background, introduce key vocabulary in an interactive and visual way. Have children practice oral vocabulary. Then read the text aloud to the students. You may choose to read through the entire text the first time for continuity. Stop to ask questions when needed during the second and subsequent readings. When reading narrative texts, ask students to predict what they think will happen next. ELLs should have other ways to show what their predictions are, especially if they are not yet orally proficient in the language being used. As you encounter words you think students do not understand, provide pictures, translations or definitions as needed. Read Aloud is a good way to familiarize students with the text to prepare them for other kinds of reading. Reading Aloud exposes students to text that is too difficult for them to read independently and provides a model for pronunciation, phrasing and expression. Be sure to read **expository passages** aloud as well as children's literature.
2. **Choral Reading** Students each have their own copy of a text, and all read aloud together. Start with short, interesting passages. The teacher can stand in front of the class to lead choral reading. Students can also lead if they are comfortable doing so. When reading dialogues, plays or stories with dialogue, different groups often read different parts of the text. Assessment suggestions: After students are comfortable with a text, have a student lead the choral reading while you walk around the room, standing behind individuals as they read. Note their progress on self-stick notes for individual folders or on class checklist. This strategy helps children become more fluent and confident readers.
3. **Paired Reading** Paired reading is an enjoyable way for two students to complete a reading assignment or share a story. The students might go into the hall or designated spot and take turns reading. They can decide themselves how they will divide the tasks. Some pairs choose to alternate after every page, some choose to alternate after each paragraph, etc. One reads and the other follows along, supporting each other as necessary. Generally, students of similar reading ability are paired together. Sometimes a more competent reader is paired with a less competent one, and the more able reader reads aloud and the less able follows along. This enables the less able reader to follow the text visually with little or no pressure.
4. **Reciprocal / Paired Reading** In this form of paired or group reading, four readers participate in a discussion about the text. Each person has one of four roles (*Asks a Question*; *Predicts* what will happens next; *Clarifies* something that was unclear to the group, or *Summarizes* the short passage that was just read) that he or she fulfills for a particular passage they have just read together. The students switch cards (roles) and then read the next section of the texts, perform their new role, switch cards and so forth until they complete the reading assignment. Students learn and practice the strategies of summarizing, predicting, clarifying and question-generating. This reading structure can be used for fiction and nonfiction texts.

5. **Jigsaw Reading.** The teacher divides a long reading section into sections. One or two individuals in a group read each section and prepare to retell the information in the passage to the group. When the group meets, each individual tell or teaches the group about the section he or she read. The teacher uses a “group quiz” or the numbered heads together” cooperative learning structure to ensure group responsibility for the content and to assess comprehension. Each group can be given a graphic organizer (on large chart paper or a transparency) to fill out as they prepare their section of the reading to present to the class.
6. **Content Raps** Read aloud an important passage from a content-area text with important new concepts. Using the overhead projector or chart paper, discuss ways to unlock meaning from the text. Ask students to help you develop sentences with key principles and main ideas. Add elements or rhyme, rhythm and repetition and/or try putting short passages into jazz chants or raps. Ask students to reread entire passage to acquire supporting details.
7. **7. Echo Reading** This is another way to help children develop confidence and fluency. Read aloud a line of text. Ask a student to read the same line. With young children, point to the line of text as you are reading and encourage the child to do the same. Continue taking turns reading and rereading same lines. When the child begins to read with more expression and fluency, suggest that she/he read aloud on her/his own. This strategy can be used with expository texts as well as literature.
8. **Intensive Reading: Marking a Text** *Students read and mark a short text (or use post-its) for a specific purpose, e.g. “underline the words in this paragraph that you are not certain about.” The purpose is to assess and then teach vocabulary. After discussing and resolving questions regarding the first marking, students read and mark for other purposes and discuss, e.g. “Circle the key words or phrases you will use to summarize this passage”. Purpose: to practice summarizing, paraphrasing and outlining of nonfiction texts].*
9. **Independent Choice Reading** *Students are taught how to choose books at their independent reading level or are given interesting and appropriate books and are provided with time for sustained silent reading and time to conference individually with the teacher. Teachers and students should keep track of the books they are reading, and teachers should keep a small reading notebook on each child where they record information they learn about the child during their periodic reading conferences (informal running records, student comments and goals, retellings, list of books read, child’s interests, etc.). The teacher should date every entry.*
10. **Guided Reading** *The teacher works with a small group of students who have similar reading processes. Books are carefully leveled. Teachers select and introduce new books and support students as they read the whole text to themselves. Teachers typically use many pre-reading strategies such as a picture “walk-through” of the book, previewing vocabulary and key ideas of the text, etc.) Based on close observation of students’ reading, teachers make relevant teaching points during and after reading.*
11. **11. Language Experience Approach** *Teacher acts as a “scribe” to write down children’s oral responses, retellings, comments, summaries, etc. of a shared , academic classroom learning experience (e.g. an experiment, a content area unit of*

study, video clip, story read aloud, etc.). The teacher provides a good model for writing and empowers the children as they see their words written down. Students read and reread the text that they have produced.

Adapted partially from: McCloskey, M.L. (1998). Scaffolding for Reading: Providing Support Through Reading Process, ESL Magazine, November/December 1998.

CONNECT TWO: A READING STRATEGY

BEFORE READING

DIRECTIONS: Work with a partner, and take turns identifying connections between any two words on the list. Be sure to explain your rationale for the connections you make. Individuals from each pair then share with the class. Use visuals to support ELLs, young students and others who need visual assistance.

Benefits of pair work and oral sharing include:

1. Students develop oral language,
2. Students receive appropriate modeling,
3. Students practice supporting and refining their own ideas.
4. Students share prior knowledge, learn from each other, and have greater linguistic and conceptual readiness for the reading task.
5. Students can ask for clarification of terms.
6. The teacher can prompt higher-level thought through follow-up questions.
7. Students are exposed to vocabulary words through various kinds of connections that promote both cognitive flexibility and more in-depth understanding of the terms.
8. The teacher can discuss the connections made and focus on specific skills used such as: synonyms, antonyms, root words and derivatives, suffixes and prefixes, cause and effect relationships, positive and negative connotations, words that express different degrees of a common concept, parts of speech, and so forth.
9. When provided guided practice in context, students can more readily transfer previous skills learned to other written and oral activities.
10. Students become more curious about the reading task that follows.

DURING READING

DIRECTIONS: If individual work: Read the assigned selection and identify the connections made in the book that the class suggested. Look for new connections and record the connections you feel are the most interesting or important to remember on the CONNECT TWO sheet provided.

If pair work: Silently read identified portions of a passage, or take turns reading out loud, and then discuss connections found with your partner. Record ideas.

AFTER READING

Individuals or partners share their connections with their teams, and then team members share with the class.

The teacher again uses questioning techniques to promote higher-level thought and increase language development.

Students discuss the connections and what they learned. They identify what they learned and correct any predictions made before reading that were inaccurate.

If students are to be tested on the material, they identify the connections they feel would most likely be included on an assessment measure. The teacher provides feedback and additions as needed.

Students are encouraged to use the new vocabulary as relevant in follow-up assignments. A teacher may require use of a specified number in a closely related written assignment.

CONNECT TWO

Choose two words from your list. Describe to your partner or group how those two words are related. You all need to write how they are connected. Then your partner can choose two other words or add a word to your group.

_____ and _____

are connected because _____

_____ and _____

are connected because _____

_____ and _____

are similar because _____

_____ and _____

are different because _____

CONNECT-TWO

1. _____ and _____

go together because _____

2. _____ and _____

go together because _____

3. _____ and _____

go together because _____

4. _____ and _____

go together because _____

5. _____ and _____

go together because _____

DIRECTED READING THINKING ACTIVITY

The DRTA (Directed Reading-Thinking Activity) is intended for use with any selection at any level of difficulty. It can easily be implemented across grade and reading levels (Stauffer, 1970).

The purpose of the DRTA method is to develop students' ability to read critically and reflectively and equip readers :

- to determine purposes for reading
 - to extract, comprehend, and assimilate information
 - to examine reading material based upon purposes for reading
 - to suspend judgments
 - to make decisions based upon information gleaned from reading
- (Tierney, Readence and Dishner, 1980)

BASIC PROCEDURE

1. *Predicting:* Open the discussion with such questions as "From the title, what do you think this story will be about?" After a brief discussion, the students make predictions or hypotheses, with the teacher asking questions such as "Why do you think so?"
2. *Reading:* Ask the students to read silently to an assigned key stop, a place where the story action seems to mount. Tell them to turn their books or papers over when they have reached that point. Monitor the reading and when more than half of the student have finished, resume instruction.
3. *Proving:* After reading up to the key stop, the students can check their hypotheses. You may want them to read aloud those parts of the story that support their hypotheses. This is also a good time to recap the main events of the passage.
4. *Reasoning:* Now, the students should make further hypotheses about the story's outcome. These questions should stimulate the students' thinking. "What makes you think that?" "Why do you think so?" "What are some other alternatives?"

Repeat the four steps for each segment of the story. You can predetermine the segment's length according to the students reading abilities, attention spans, and the difficulty and nature of the material.

Note: See below for additional implementation suggestions

SUGGESTIONS FOR DIRECTED READING THINKING ACTIVITY (DRTA)

Common problems with implementation of DRTA:

- Students may not begin reading right away or may not use time wisely if they finish before others.
- All students may not volunteer to summarize and predict, and typically all students are not accountable for the reading.
- Some students may need modeling for both summarizing and predicting.

Suggested modifications:

- Have students in cooperative groups, each student with a different number. Call a number and have that student in each group stand to summarize and predict.
 - Initially if this task is difficult for students, teachers can use the cooperative structure of Numbered-heads-together where students consult with each other prior to being called on to stand. Later they would not have the opportunity to discuss prior to standing.
 - Because the students realize they may be called on, they will usually start reading immediately and reread when they finish.
- If students need modeling, ask questions to provide a focus for the reading and to structure the summarizing and predicting.
 - For example, before students read an exposition of a story, tell them to be ready to tell who the main character is, where the character is when the story begins, what the character is doing, and what problem occurs.
 - After calling a number for students to stand and participate in summarizing and predicting, ask for volunteers to answer: a repeat of each of the focus questions, higher-order inference questions and prediction questions.

OTHER SUGGESTIONS

Be sure that the reading is at the instructional level of the students. Although some students may not be able to read the story independently, the summaries and predictions will support their reading.

If the reading is too difficult for some students but is supported by pictures, the teacher may discuss the pictures with those students while others read. Those students would then hear a simple oral summary of the passages.

Do not worry about giving all students time to read the complete passage. This will help encourage slower readers to read faster. You may call on them first during the retelling or have them make predictions. The summary will enable them to follow the reading.

Since the strategy effectively promotes oral language development and clarifies learning, the students are better prepared for related literacy tasks.

LANGUAGE EXPERIENCE APPROACH (LEA)

The Language Experience Approach (LEA) is an effective method to help promote literacy development. **The basic premise of the method is that an effective way to help students learn to read is through their own words.** Students relate an experience and a scribe (teacher, tutor, parent or more knowledgeable student) writes down what they say. The transcription is then used as a literacy source. For example, students retell group experiences such as a field trip, a science experiment, a story, or a project in which they all participated. Since LEA is based on personal experiences and are told by students, they provide highly meaningful and comprehensible reading materials. Applications of LEA can be used with many different kinds of activities and are applicable for all proficiency levels.

LANGUAGE EXPERIENCE APPROACH FOR BEGINNING ESL STUDENTS

The following are suggestions for ways to use LEA at the **individual** level for newcomers. Students need meaningful exposure to some comprehensible language prior to using LEA.

- LEA can be a follow-up activity for ESL beginners who participated in a Total Physical Response activity. They draw the activity and retell whatever they can. A scribe (teacher, volunteer, aide, tutor, or more knowledgeable student) records **exactly** what the student says, making no corrections. The scribe then reads whatever the student said. If ready, the student can read along during a rereading. These initial transcriptions may be only one or two words, but that is fine.
- A service provider uses visuals to introduce vocabulary within a context, draws a related experience and uses the picture to talk about it. For example, a tutor uses visuals to introduce vocabulary related to family, draws a picture of his/her own family, and then describes the picture. Students then draw their own pictures and tell whatever they can. Again the scribe records exactly what the student says and does the follow-up reading.
- After students understand the process, they draw pictures about experiences of their own choosing and do the follow-up retelling and reading.
- These transcriptions provide one very authentic record of oral language development for each student. Students date and keep them. At regular intervals representative transcriptions are selected and included in the student's portfolio.
- Through student drawings, service providers will gain information about student experiences and interests. They can then write related sentences and select related visuals and books with colorful pictures and simple text.

ADAPTING LEA FOR ENGLISH LANGUAGE LEARNERS

The **Language Experience Approach** is a common methodology used with all students to teach reading through oral language and writing. However, there are often problems when using LEA with nonnative speakers. These problems are often present to some extent even with native speakers. See the suggested modifications below.

Common Problems and Suggestions for Group-generated LEA

Lack of Student Involvement

In a multilevel class, such as a mainstream classroom, ESL students may not volunteer due to limited proficiency in English, increased anxiety in a new setting, and cultural customs. For all students, individual accountability and involvement is reduced when only one student at a time can suggest a sentence.

Suggested Modification

Increase individual accountability and involvement in the LEA activity through the use of cooperative learning groups. Students in teams of 4 collaborate on each sentence they would like to contribute to the story, rather than having individuals contribute ideas. Each member is individually accountable for contributing the team's sentence. The teacher indicates which team will suggest a sentence and calls a number. The team member with that number stands and says the sentence. At early stages of language development other team members may need to help out. A newcomer may be able to express an idea in the language that a teammate can share in English. The teacher will often call on more than one group before writing one of the sentences in the dictated story.

Errors in the LEA Dictation

Typically in the Language Experience Approach, the scribe records student language exactly as it is dictated. This is appropriate as a record of individual oral language development, but to teach reading can be problematic with second language learners. Unlike native speakers, students with limited language proficiency will often dictate sentences with critical errors that would not be appropriate either as a model for oral language or as a reading resource.

Suggested Modifications

- Although error correction is not suggested when using the LEA approach with native speakers, some correction is needed when using the strategy in a group setting with second language learners. The sentences generated by teams contain fewer errors than those suggested by students with the lowest English proficiency. In addition, team members also tend to help out the students who most need assistance when they are called on to share.
- As needed, the scribe can also unobtrusively make important corrections when writing the dictation. If a team member volunteers, "We goed to post office." The teacher might say, "Yes, that's right. We went to the post office," and write the sentence correctly. If another says, "We no have enough time," the teacher responds, "We surely didn't," and writes, "We didn't have enough time."
- Another option is to write a rough draft version and then combine student and teacher editing before students make a copy. This would be appropriate when students are ready to make corrections and can easily copy a longer selection.
- To promote more language and greater accuracy in ESL classes, it helps to have students first brainstorm the most interesting events, categorize and sequence them, participate in drawing the events, share or ask for needed vocabulary,

label pictures and copy related terms and phrases. Students participating in preview activities such as these have a list of related actions prior to the retelling. A focus on actions during a post office visit might include: went to the post office, bought a stamp, mailed a letter, talked to the clerk, filled out a change of address form, learned how to send a certified letter, saw postal workers sort mail, asked questions, and so forth. In addition to reducing errors, this preparation would also enable students to focus more on other writing strategies that promote effectiveness during the retelling.

Limited Reflection of Language Arts Standards

The student-generated reading may not reflect effective or culturally appropriate strategies for telling a story, retelling an event, or teaching others new learning based on a common experience. The organizational structure for writing different genre is not universal. Often there are marked differences between ways to structure different writing tasks across cultures, and second language learners need very explicit guidance in the conventions of this culture.

It is typically difficult to teach ESL students effective writing strategies through language arts resources designed for native speakers. In addition to the possibility of a different organizational structure than would be customary for a similar task in diverse cultures, the context may be unfamiliar, and the language incomprehensible. Even in an ESL class using materials designed for ESL students, there is often such a range of learners that it is difficult to find whole class writing instruction that is effective for all learners.

Suggested Modifications

Students tend to identify with LEA activities because they reflect their own experiences and are retold in their own words.

Consequently, as soon as students are developmentally ready, teachers can use this method to provide explicit guidance in writing within a meaningful and comprehensible context. Developmental readiness depends on multiple factors such as age, ESL fluency, literacy awareness, and low anxiety. Initially, it would be important for students to just feel comfortable suggesting sentences. However, when teams collaborate on the sentence suggestions, rather than just individuals contributing ideas, explicit guidance can be incorporated much more quickly. Suggestions include:

- Encourage students to retell directions in the correct sequence.
- Provide transition words or phrases as prompts.
- Ask students to reread a sequence of directions and delete any sentences that are not critical.
- After teaching basic elements of plot (starting with a visual story that reflect those elements) use the elements to help focus student retelling of a story. For example, “Who was the main character and what was the character doing when the story began?” “What happened that caused a problem?” “How did the character solve the problem?”
- After students have been exposed to the concept of a big idea and supporting details, prompt them in a dictation. For example, students may collaborate in teams to state the main idea of a picture. They can then compare the sentences and collaborate as a class to come up with the best main idea sentence. Teams can suggest details that support the main idea. Students may be asked to eliminate any details that do not support the main idea and

classify and order the supporting details prior to incorporating them into the class LEA selection.

- When retelling a learning experience, students are asked to recall what they did in a main idea sentence. Then they are asked to state essential learning. “What is the big idea we learned?” “What did we do to learn that big idea?” “Are all the important details included?” “Is any sentence not needed?” “Can you think of a sentence that makes a good conclusion?”

Lack of Comprehension and Accuracy in the Literacy Tasks

If students are asked to read and copy the dictation only when the dictation is complete, many ESL students may not remember the meaning of all of the words. In addition, it is difficult for many younger students, not just ESL students, to attend closely to all of the details when copying a long selection. They may make numerous spelling and mechanical errors as well as lose the place.

Of course, copying would not be an appropriate follow-up activity if the students are not developmentally ready, either due to literacy readiness, fine motor readiness, or lack of ESL proficiency. It is very difficult for a student with limited proficiency to copy words and punctuation accurately, even when there is comprehension of the text. This is particularly true for students who are unfamiliar with the alphabet system or from whom the letter combinations are very dissimilar from the native language.

Suggested Modifications

When copying the transcription is developmentally appropriate yet still difficult for many students to do so with full comprehension or without multiple errors, the students can copy as the “teacher” writes and provides some of the following strategies.

- Reuse visuals to help promote comprehension.
- Write the transcription on an overhead transparency or use a computer projection rather than the board.
Advantages include increased eye contact with students, greater visibility if the screen is high enough and large enough, and enhanced student attention. Of course, computers greatly facilitate providing multilevel follow-up activities.
- Avoid cursive writing until all students know cursive.
- Remind students to indent as needed.
- Remind students to capitalize by writing capitals with a different color.
- Compare end punctuation marks to stoplights and add them in red.
- Ask students as a class to spell a word, thus providing a challenge to students who can easily copy while providing letter awareness to those that are just learning the letters.
- Write clearly and large enough for all to see. Making letter and word predictions in second language is very difficult.

Prepared by Jeanette Gordon, Illinois Resource Center

See additional suggestions below with a focus on younger learners by Lucia Morales

Ideas and Suggestions for Use of LEA

Lucía Morales, Illinois Resource Center (847) 803-3112

The following are some classroom activities that can be used to help develop literacy through personal experiences and dictation:

- student illustrated pictures
- students share “news” from home
- morning message: today’s date, several short messages/announcements related to the day
- predictions, procedures, results of a science experiment
- examining a picture/poster and discussing the characters, place, important objects, and actions represented in the picture
- math story problems
- retelling the events or important points of a story that has been read aloud (can be done with content area reading in social studies and science as well as with fiction)
- creating a story using a wordless picture book
- “how to” procedures in the classroom (e.g. procedures for checking out a book from the class library, for getting ready to go to recess or home, for playing a game, etc.)
- retelling events from a field trip or assembly
- steps followed for creating a project
- group letters thanking a parent for their help in the classroom

Language Experience Approach (LEA)

Extension Activities for Student Dictations

The activities are listed in the general order of difficulty. The first three would be appropriate for students who are developing literacy for the first time.

- **Word and/or letter “hunts”**(not to be confused with word searches and crossword puzzles): Teacher identifies word or letter (and sound) he/she would like students to recognize and asks students to find it in other locations of the chart story. Students circle, box in, underline, etc. words/letters that are the same.
- **Word matching:** Copy words on word cards and have students **match content words and/or function words** (prepositions, articles, nonconcrete verbs such as *is* and *will*) to words in the chart story.
- **Sentence matching:** Copy sentences and/or phrases that students dictated on sentence strips. Students **match sentence strips** to the chart story.

- **Word Banks:** Students **add words** they think they will need from the LEA text to a word box, plastic bag, or notebook.
- **Picture match:** Students match pictures to appropriate sentences.
- **Create a Class Book:** Assign a sentence from the chart story to each student and have him/her illustrate a picture for a class book.
- **Home Reading:** Make copies of the chart story for students to take home and read to family members. (Even if parents do not speak English, students will be motivated to tell them what the story is about.)
- **Penmanship:** Students copy the story/text and take it home to share with family members and/or for personal study.
- **Sentence sequencing:** Replicate sentences from the LEA transcript on sentence strips and mix up order. Students put the story/text back in order.
- **Sentence combining:** Replicate sentences from story on sentence strips. Cut sentences in half. Working in pairs, students **identify beginnings and ends of sentences**. They decide which strips go together to **form complete sentences** from the story.
- **Cloze exercises:** Omit every seventh word or strategically omit words from the original dictated text. Students use contextual clues to read and guess omitted words. (Use for fluency and to assess reading comprehension. A word bank can be provided, if needed.)
- **Rewrite or revise:** Students rewrite the story/text, using a word bank if needed or revise the story/text to demonstrate other alternatives or to improve the text as it was dictated.

Adapted from Margaret Moustafa and Joyce Penrose, The Reading Teacher, March 1985 by Lucia Morales and Jeanette Gordon, Illinois Resource Center

Name _____ Date _____

LEARNING LOG

1. What is the most important big idea you learned?

I learned that _____

For example: _____

2. How does this connect to what you already know?

3. How can you use this in the future?

Name _____ Date _____

LEARNING LOG

1. What is the most important big idea you learned?

I learned that _____

Now I understand that

2. How does this connect to what you already know?

3. How can you use this in the future?

Name_____ **Date**_____

I learned that:

PICTURE



Now I understand:

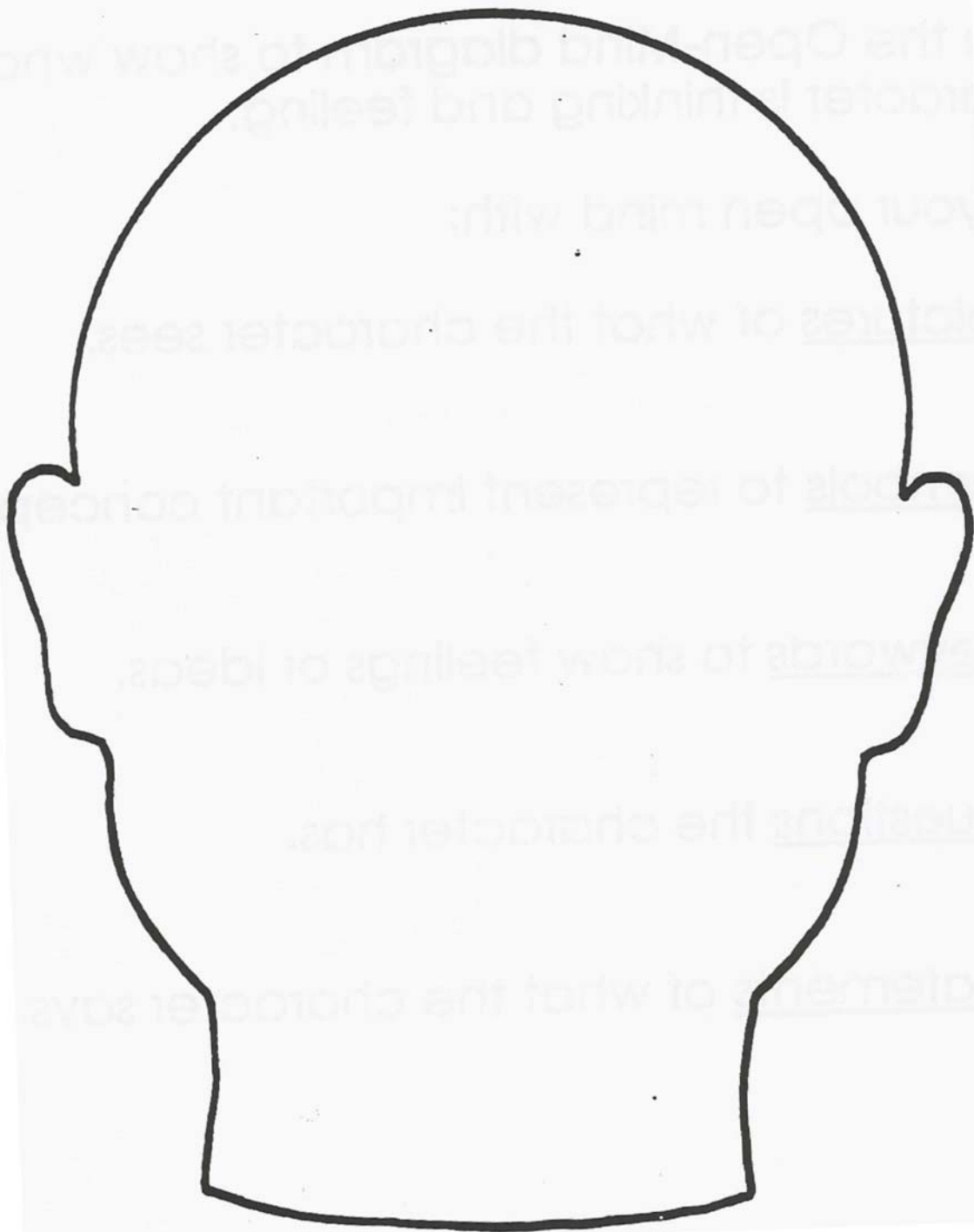
OPEN-MIND

1. Use the Open-Mind diagram to show what a character is thinking and feeling.

2. Fill your open mind with:

- * pictures of what the character sees.
- * symbols to represent important concepts.
- * keywords to show feelings or ideas.
- * questions the character has.
- * statements of what the character says.

THE OPEN MIND FOR _____



Reflection on Open Mind

Explain how the symbols, images, drawings, and/or words in your “open minds” represent your ideas about the character.

[illegible]

RECIPROCAL TEACHING

Reciprocal teaching is an instructional strategy which actively engages students in constructing meaning. The cognitive strategies of summarizing, questioning, clarifying, and predicting are used by good readers naturally. Through modeling by teacher and classmates and then using the strategies in groups, it is hoped that each student will eventually internalize these strategies when reading on his/her own.

Materials: Reading passage; Four strategy cards: summarize, question, clarify, and predict (see next page)

SET-UP:

Model and practice each cognitive strategy as a whole class before implementing group work. Pass out several “summarize” cards to various students who can serve as models. Read a passage aloud and ask the student holding the cards to summarize what you just read. Then, pass out “question” cards to a few other students. Read another paragraph or so and ask them to perform the task on the card. Repeat with “clarify” and “predict” cards.

GROUP WORK:

1. Have students assemble into cooperative groups of four.
2. Write stopping points from the passage on the board.
3. Give each person in the group a different card (see next page. Note a version for younger students follows.)
4. Have students read a) silently, or b) round robin, or c) they or you can choose one member of the group to read aloud to the first stopping point. After the passage has been read, each student performs the task on his/her card.
5. When each student has completed his/her job, have the students switch cards.
6. Continue this procedure until all sections of the passage have been read and each student has held all four jobs.

DEBRIEFING:

Groups share their findings and differences are discussed as a whole class.

Based on work by Annemarie Sullivan Palinczar and Ann Brown

1. Summarize

Summarize what has been read. What are some obvious topic sentences? What is the main idea?

2. Question

Ask the members of your group questions about specific information from the reading. (e.g. What if? When did? How did? Who would? Why did? What does? Why would?)

3. Clarify

Clarify any confusing points or vocabulary in the passage. Ask your group to assist you. You may need to reread parts of the passage. Use a dictionary or other resource if necessary.

4. Predict

Ask members of your group what they think will happen next. Make your own prediction.

1. Say something.

Say something about what you just read.

2. Ask a question.

What if? When did? How did? Who would? Why did? Why would?

3. Find a big word and use it!

Build your own sentence with your big or new word.

4. Write something!

Write a long, interesting sentence about the reading.

SAY SOMETHING: A READING STRATEGY

Say Something is a simple paired reading strategy where students take turns “saying something” after his/her partner reads. The students summarize, clarify, make connections to his/her own life, agree or disagree with an author, ask questions and so forth.

INTRODUCTORY ACTIVITIES FOR SAY SOMETHING

If teachers are concerned about the need for modeling prior to pair work, the class could work together first as a class.

DIRECTIONS:

1. Read the paragraph or assigned section.
2. When you finish try to summarize the key points in writing without looking back at the text.
3. Students take turns saying something to the class. Some possibilities are listed below, but students should be allowed to choose what they want to say. The list could be displayed to evoke ideas.
 - Summarize the section read.
 - Ask a question to clarify meaning of a word or idea.
 - Identify an important question that is answered by the passage.
 - Ask a reflective question prompted by the content.
 - Relate the content to a personal situation or real-life example.
 - React to the ideas in some way that reflects analysis or evaluation of the reading.
 - Agree or disagree with the content or the author's point of view.
 - Discuss the style or logical development of the writer.
 - Draw inferences from the reading.
 - Compare or contrast this passage with other readings or ideas.
 - Identify effective use of a writing skill.
 - Share a reading skill that was useful during the reading.
 - Predict what will follow in the next section to be read.

After class modeling, students should be prepared to continue **Say Something** in pairs. During pair work active involvement and opportunities for language development are greatly enhanced. Pairs can share ideas with the class following their interactions.

NOTE: Initially teachers may select the passage, have students read it quietly, write if finished early, all pair, pairs share, then all read the next assigned section.

STORY IMPRESSION: A READING STRATEGY

This is a reading strategy that prompts students to creatively predict the plot of a story. Select about 7 key words from a story. They should reflect the main characters, the setting, and the problem in the story. Students make up a story using those words. Students then read the story and compare their versions with the original. (Source Unknown)

COOPERATIVE SUGGESTIONS FOR STORY IMPRESSION

DIRECTIONS: In teams of 4, students take turns making up the story following the sequence below. Remember to try and use all of the words provided for you. Then take turns telling the story, each person contributing his/her own part.

SAMPLE WORDS: **Gluscabi, lake, fish, mountain, wind, wolf, snake, eagle**

NUMBER ONE: Decide on the main character. Give the character a name, and describe where the character is (the setting) and what s/he is doing when the story begins. You can always add additional background information about the character.

Sample student version: One windy day Gluscabi was fishing on a lake. He was 12 years old. His family was hungry, and he wanted to catch a fish for their dinner.

NUMBER TWO: Describe some problem that the character encounters. Tell how the character feels and suggest some consequences of the problem.

Sample student version: Gluscabi caught a beautiful fish. It was a big trout. Gluscabi was having trouble getting it into his boat. Suddenly an eagle swept down out of the sky and grabbed his fish. The eagle flew off with the fish to his nest high on the mountain. Gluscabi was really mad. He wasn't going to let an eagle steal his dinner.

NUMBER THREE: Describe how the character tries to solve the problem. Include some complications, so the problem isn't easy to solve.

Sample student version: Gluscabi took off up the mountain. He was determined to catch the eagle. On his way he ran into a wolf. The wolf seemed to be really hungry. Gluscabi threw rocks at the wolf and finally the wolf started chasing a rabbit.

NUMBER FOUR: Describe how the problem is finally solved and how the story ends.

Sample student version: Finally, Gluscabi got to the top of the mountain. He saw the eagle in a nest high on a rock. Gluscabi climbed up to the nest and started fighting with the eagle. Gluscabi grabbed the fish and started to run. Suddenly a snake slithered across his path. The eagle swooped down and caught the snake. He took the snake to his nest and Gluscabi took his fish home for dinner.

Teams then collaborate to present their story to the class. As each team stands in front of the class, each person tells his/her portion of the predicted story.

Students would then read the real story and compare their versions with the original.

The words for this story were taken from the retelling of a Native American folktale.

Summary: Gluscabi, a young Native American man, was fishing for salmon on a beautiful lake at the foot of a mountain. A wind began to blow so hard he couldn't fish. Gluscabi got really angry, decided to climb the mountain and stop the wind. On the way the wind was so strong he had to crawl like a wounded wolf. Higher up the mountain, the wind was even

stronger, so he had to slither like a snake. Finally he got to the top of the mountain and discovered a huge eagle flapping its wings and causing the strong winds. Gluscabi tricked the eagle and pushed him into the crevice of a rock. The giant bird was trapped and couldn't flap its wings, so the wind stopped. For awhile fishing was very good.

In some stories, there is one solution to the problem. Sometimes, however, there are some other complications.

At first, Gluscabi's problem seemed to be solved. However, because there was no wind, other problems resulted. Gluscabi had to return to the top of the mountain and talk to the eagle. When the eagle promised to send only soft winds, Gluscabi freed the bird. That's why we usually have soft winds, but the eagle doesn't always keep his promise.

Cooperative adaptation of Story Impression by Jeanette Gordon, Illinois Resource Center, Summary of The Wind Eagle, a Native American folktale, retelling by Joyce McGreevy, Hampton Brown Books, ISBN 1-56334-179-4

NOTE: Younger children would tell a story in 3 parts:

Beginning.

Who is the character?

Where is the character and what is the character doing when the story starts?

Middle:

The character has a problem.

What is the problem?

How does the character feel?

Ending:

How does the character solve the problem?

How does the story end?

STORY IMPRESSION

Collaborate in teams to make up a story as indicated. Include the following words in the story.

1. Who is the main character? Where is the character, and what is the character doing when the story begins?
2. Get the character into a conflict and discuss the consequences of the problem.
3. Try to solve the problem, but complications arise.
4. Solve the problem and end the story.

Word Sort Reading Strategy

A word sort requires students to group words from a reading passage into different categories. They are called “sorts” because they involve sorting words written on individual cards into groups based on commonalities, relationships, and/ or other criteria. Word sorts require students to actively decide which words are similar and which words are different. Word sorts are effective vocabulary building activities which isolate important words and allow students to construct and share their own interpretations and definitions. Word sorts are effective before, during, or after reading a particular passage. For example, they allow students to familiarize the words from the passage (before reading), activate and build on their prior knowledge (during reading), and change receptive vocabulary into expressive by trying out the words in context (after reading).

In a *closed word sort*, the teacher lists the categories for the students to use. In an *open word sort*, the students discuss the words and then develop their own categories. In general, open word sorts are more desirable since they require more critical thinking, which, in turn, requires students to communicate and use more language. Open word sorts are also less risk for second language learners since there are no wrong answers. On the other hand, a closed word sort is a good way to review words for a test in which students will be required to sort information into specific categories. The number of words to use with second language learners varies depending on the prior knowledge of the students as well as their language proficiency. For young children, five to ten words may be appropriate. For older learners, fifteen to twenty words work well in a word sort activity.

Developing word sorts:

1. Make a list of 5 to 10 words (or phrases) from the unit/lesson. The words should be derived from the main principles, key concepts, and/or topics that you want to be sure that the students understand.
2. Add any other difficult words from the passage that your students will need in order to comprehend the text.
3. Look at your list of words. Figure out what categories you would use if you were going to put these words in some sort of order.
4. Add a few more words that will help make the existing words fit into categories. These words may be “easy” or common sense words that simply offer clues to the students.

Implementing a word sort activity:

1. Have the students work in pairs or small groups. (Working in pairs will promote more involvement by each student.)
2. Have the students discuss the words and then categorize them.
3. Be sure that the students discuss their reasons for the categorizing with each other.
4. Have the groups share their categories with whole group.
5. Give students an opportunity to revise their categories after group discussion.

Adapted from Vaccar, 1996, Lenski, 1999, Tolman & Cieply, 2001 by Suzanne Wagner, 2001.

Effective Strategies For English Language Learners Within Shanahan's Literacy Teaching Framework				
Word Knowledge Explicit instruction in developing letter sound relationships Word sorts Word walls Word banks Word extensions Sight words Synonym trees Word webbing Concept maps Connect twos Cloze tasks Flashcards Phonemic awareness Clapping phonemes Synonyms, antonyms, and homonyms High frequency words Language Experience Approach (LEA)	Fluency Setting purposes for reading Activating prior knowledge Smaller chunks of text Guided Reading Reading with partners Oral reading Picture reading Phrasing/chunking Language Experience Approach (LEA) Echo reading Choral reading <i>Teacher read-alouds with students following text</i> Repeated readings Books on tape Leveled books Role playing and drama Reader's theater Songs, chants, poems and rhymes Independent reading Reading journals	Comprehension Working within smaller chunks of text Predictions Setting purposes for reading Developing sense of story Anticipation guides DRTA KWLs Sentence strips Oral interpretation Graphic organizers Sequencing Retelling Compare/Contrast Predict and Adjust Venn Diagrams Journal writing Mapping Literature circles Book parties Cause/effect Brainstorming Character maps Concept maps	Writing Language Experience Approach (LEA) Modeled writing Dictations Authentic writing Journals and dialog journals Literature logs Mapping Creating and filling out rubrics Peer editing Grammar checks Messages (morning/closing) Conferencing Process writing Author's Chair Writers' workshop Publishing Making books Story telling Peer conferencing Read aloud response journals	Assessing Literacy* Graphic organizers Rubrics Running records Informal Reading Inventories (IRIs) Anecdotal note-taking Analyzing student work Observing students Portfolio development Reading logs Poster sessions Connect twos Learning logs Literature response journals Comprehension questions <i>*Add evidence and criteria and use these instructional strategies for assessment</i>

**Assessing Literacy is not a formal part of T. Shanahan's framework but is presented here to help teachers plan useful ways to evaluate students' early reading and writing in their second language. S. Wagner, 2004*